R E P O R T R E S U M E S

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TEACHING SAMOANS TO TEACH THEMSELVES.

BY- HAROLD, JOHN W.
AMERICAN SAMOA DEPT. OF EDUC.

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INSTRUCTIONAL TELEVISION IS USED TO TEACH SAMOAN ELEMENTARY AND HIGH SCHOOL STUDENTS. THE 12-YEAR GOAL OF THIS PROJECT IS TO RAISE THE EDUCATIONAL ACHIEVEMENT LEVEL OF SAMOAN PUPILS TO U.S. AGE-GRADE LEVELS. SUBJECTS TAUGHT ARE ENGLISH, MATHEMATICS, SCIENCE, GEOGRAPHY-HISTORY, AND SAMOAN CULTURE. (MS)

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Teaching Samoans to Teach Themselves

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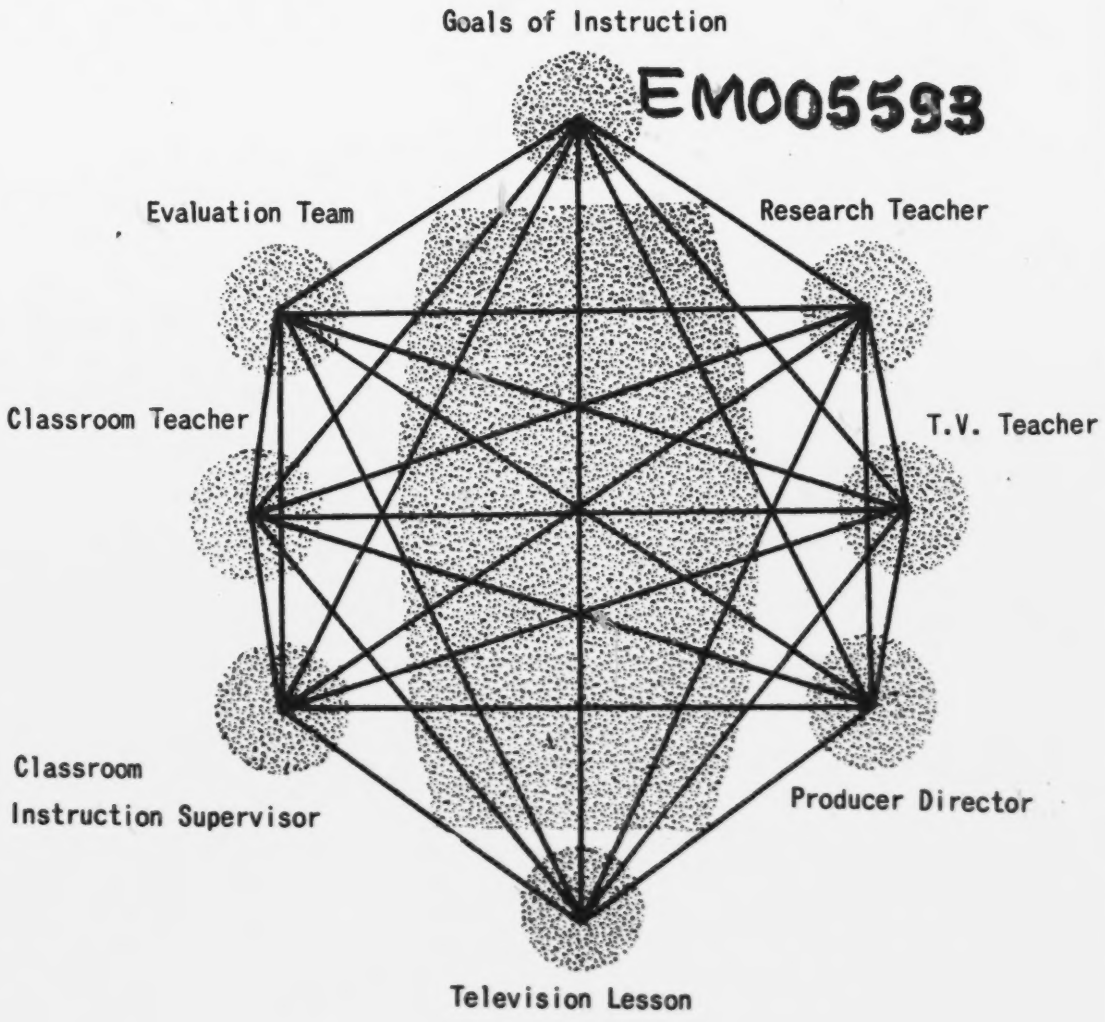

GOVERNMENT OF AMERICAN SAMOA
DEPARTMENT OF EDUCATION
SEPTEMBER 1966

TEACHING SAMOANS TO TEACH THEMSELVES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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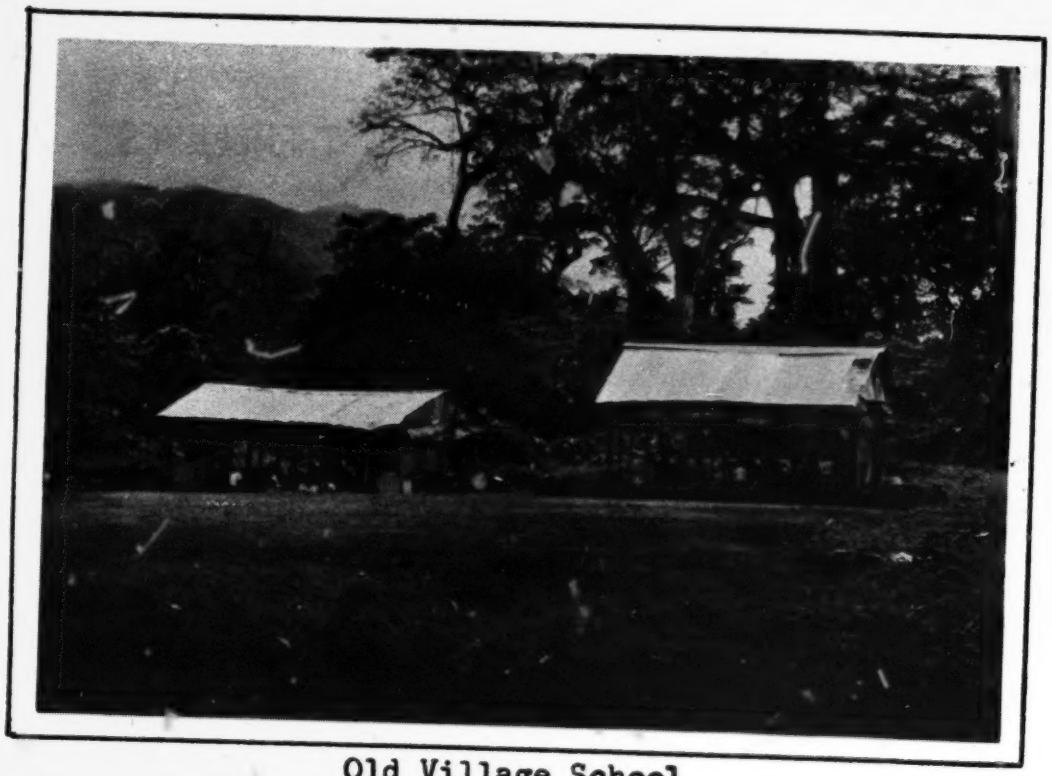
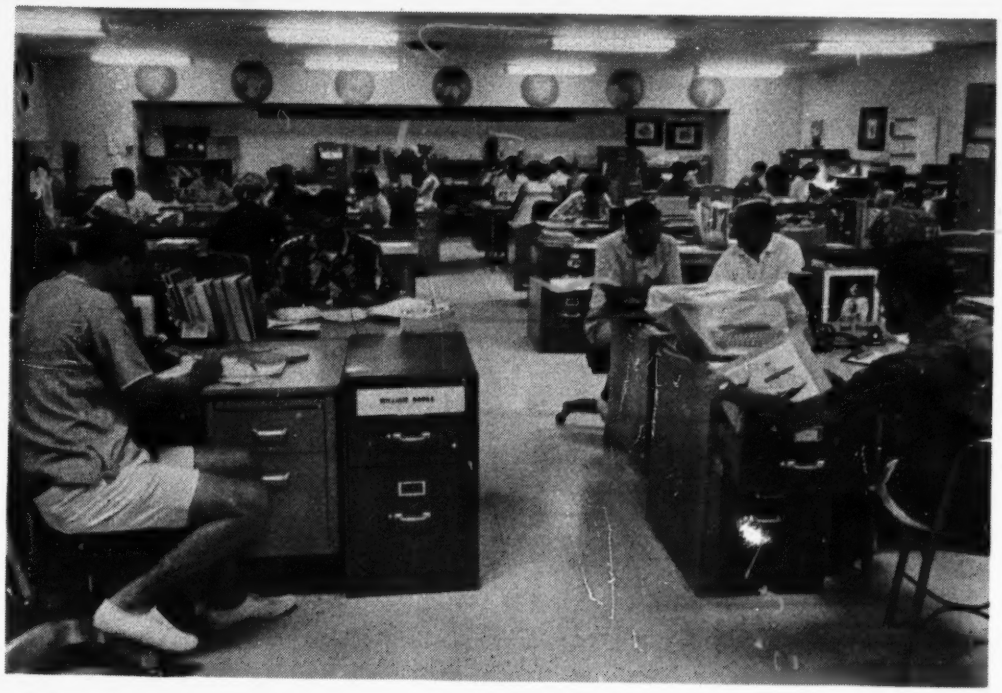


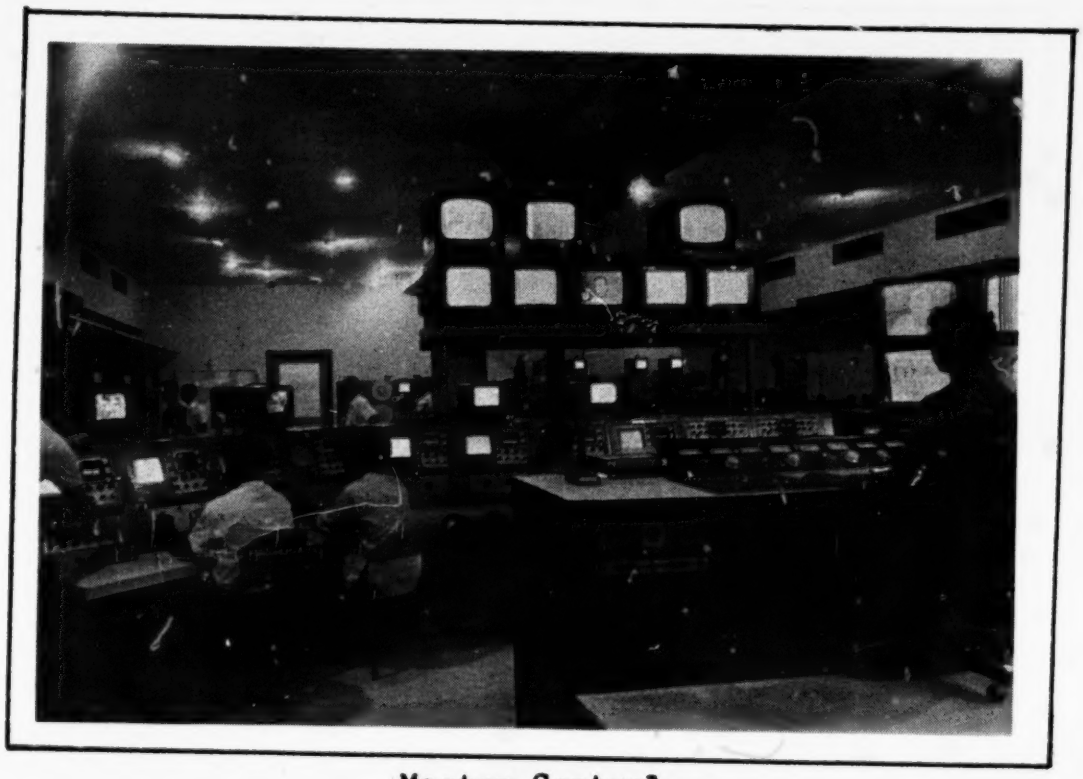
Old Village School

Consolidated Elementary School - Front

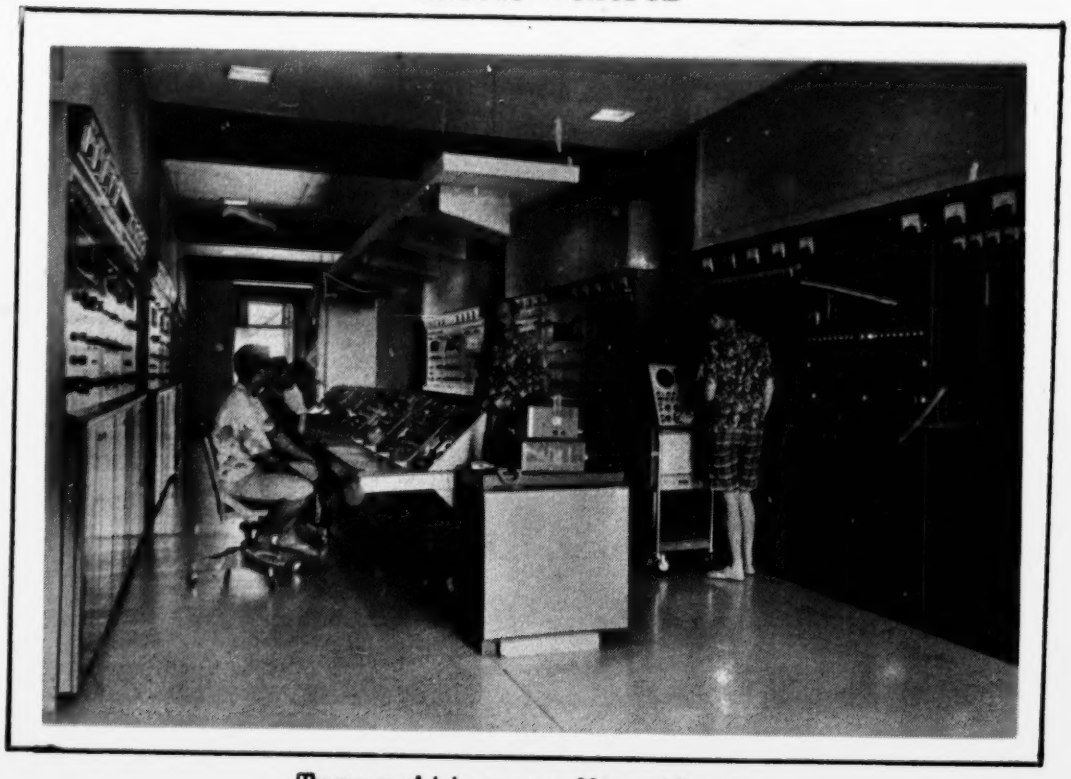


Teaching Teams

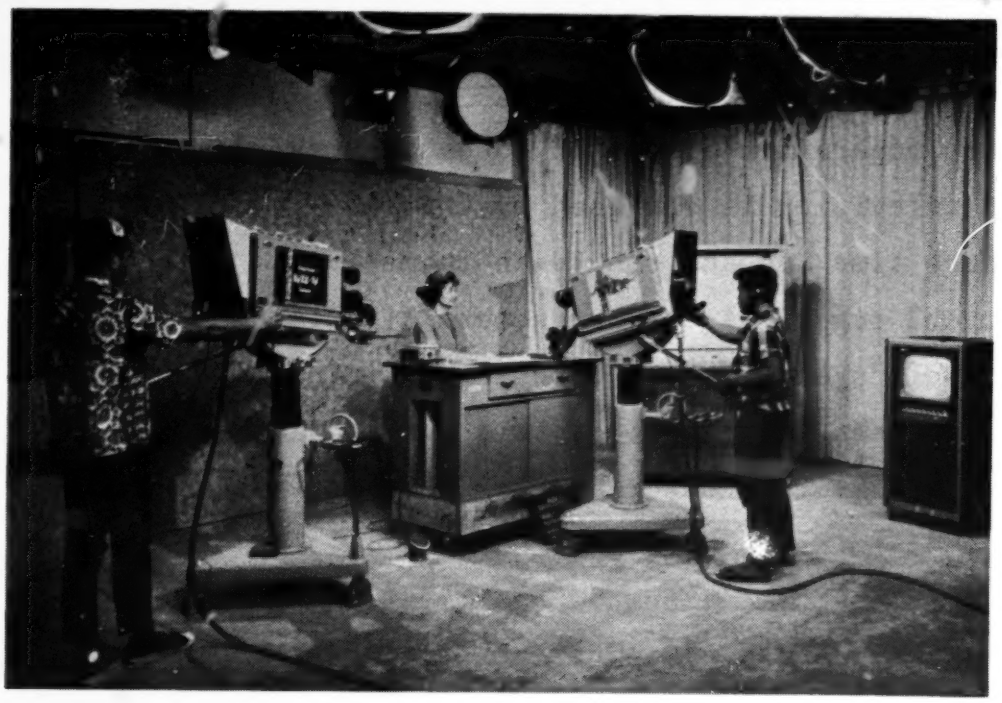
Teaching Resource Center



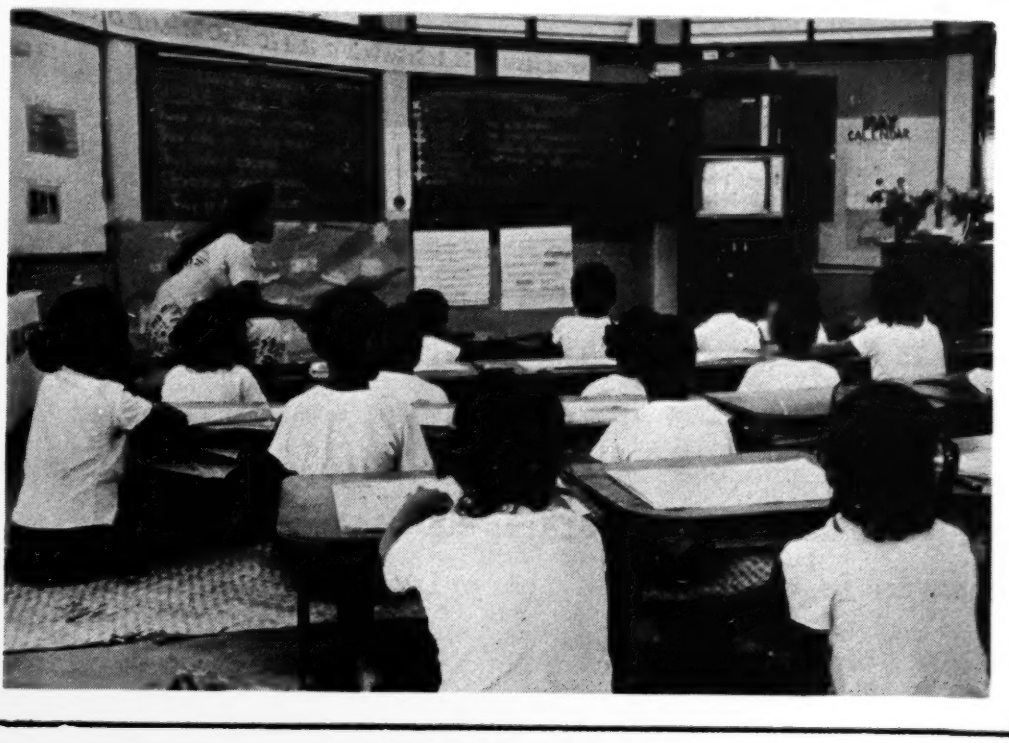
Master Control



Transmitter on Mt. Alava



Televised Lesson



School Classroom

TEACHING SAMOANS TO TEACH THEMSELVES

The Cooperative System of Education making maximum use of television is designed so that in a comparatively short time Samoans can teach themselves. Although school organizations are generally referred to as school "systems", the teaching-learning process has never been coordinated into a cooperative system anywhere else in the world as it is in American Samoa.

The organization of the Department of Education is, in effect, a coordination of television instruction and classroom teaching into one integrated system of instruction. Television is the communication technique, used to coordinate the Teaching Team at the Television Center with the clusters of Samõan Classroom Teachers in schools throughout the islands.

The school organization has been consolidated into 26 area elementary schools and 4 regional high schools. A Resident Stateside Principal serves first as a director of teacher training and secondly as a supervisor of the instruction process in the elementary schools. In the high schools there are Stateside Classroom Instruction Supervisors working with the principals.

Television makes it possible to pre-teach the lesson to the Samoan classroom teachers. The lesson plan is structured at the Education Resource and Television Center and sent to each school. Following the television lesson, the Samoan Classroom Teacher devotes her total skill to working with the pupils to make sure the lesson is understood - that it is related to the environment in which the Samoan child lives.

Television provides each isolated classroom with a living textbook designed for the understanding of the Samoan child. Film clips and other visual aids provide a frame of reference to substitute for the lack of actual experience with the outside world.

Understanding happens first in terms of pictures or pre-verbal images. The word or symbol we call language is later substituted for the understanding. Learning takes place when we understand relationships or associations between actual observations. Each television lesson is designed to expand the limited storehouse of images of the Samoan child living on an isolated island. Television lets the child see what he could not see if television did not bring the re-created experience into the classroom.

The film clip showing a moving train with all the sounds of a train makes the English word "train" come alive in the child's world.

THE TELEVISION LESSON

- It must contain some element of effective participation.
- It must be believable in terms of the child's experience.
- It must be structured to create a desire to see what is just beyond.
- To satisfy the need of the learner, it must stop short of fatigue.
- Research indicates that when telling is used alone, recall three days later is about 10%. When a blend of telling and showing is used on television, recall three days later is about 65%.

REINFORCEMENT BY CLASSROOM TEACHER

- Oral English is a skill. There is no substitute for practice or drill when learning a skill.
- Each lesson is focused upon one central understanding or concept. After the presentation of the lesson by the television teacher, the Samoan classroom teacher develops those understandings with the pupils in terms of the understanding and limited experience of the children at a particular level of learning.
- Testing the accomplishment of the learning experience daily and weekly provides the learner with an immediate sense of achievement and satisfaction for his efforts.

WHY THE SAMOAN SYSTEM IS DIFFERENT

The unique difference of the Samoan system is not in the use of television. Many schools all over the world are using television as an aid to learning. The unique difference is "How" television is being used to solve a problem for which there has been no satisfactory solution.

Whenever there is objective evidence that the pupils did not learn what was intended, the "teaching team" composed of television teacher, research teacher and producer-director must structure a more effective presentation of the lesson. There is one test continually applied to the teaching-learning process; did the child learn what was intended?

This Coordinated System of Instruction making maximum use of television is focused on pupil performance. If, as a result of the cooperative effort, the pupil did not learn, the system has failed - not the child. Members of the teaching team must be able to communicate with each other through carefully structured channels if the system is to be effective.

PURPOSE

The twelve year goal of the Department of Education of American Samoa is to raise the level of educational achievement from less than 1% of 8,000 Samoan pupils who now meet minimum age-grade levels of stateside standards in FY 67 to 50% by FY 79. We will use tests and measurements developed to document step by step how well we are accomplishing what this system making maximum use of television, was designed to accomplish.

THE LANGUAGE BARRIER

During April, 1966, George Pittman, language teaching specialist for the South Pacific Commission, tested grades 5 and 6 in two of the consolidated schools making maximum use of television, and one of the larger village schools into which television instruction had not yet been introduced. The test consisted of 82 items representing basic features of English. Children in the village school scored an average of 33 out of a possible 82; children in the two television schools averaged 63.5 out of a possible 82. No statistical information by which to evaluate this test is as yet available, but the impressive difference at least suggests that the new program is accomplishing its priority goal of teaching English as a foreign language.

There is general agreement on the following points:

1. The pupils are speaking much better English in the classroom than under the pre-television system; pupils are using English much more outside the classroom. Samoan teachers are also speaking more and better English. There is some evidence that the evening programs are beginning to affect the amount of English used and understood by adults on the island.

2. Because of television, important content is being taught in a much more uniform way throughout the entire system. In other words, educational opportunities are being equalized. Television is making possible what was not possible before.

3. There is less of the sing-song class recitations that used to characterize the learning pattern and in place of it there is more discussion, understanding and more questioning.

THE COOPERATIVE METHOD

The television presentation at each level of learning is designed to provide equal opportunities to learn. Each Samoan child, no matter how isolated his village may be from the Educational Resources Center, has the lesson presented by a gifted instructor.

The Directors of instruction are responsible for the planning of lesson materials adapted to Samoan children with limited and isolated cultural experience. They are responsible for the quality of instruction presented by the television teacher. They are responsible for the continuous in-service training of the Samoan Classroom Teachers who work directly with pupils in reinforcing the concepts of the lesson presented by television.
The Directors of Instruction are responsible for the activities of School Principals in their dual role of continuous daily teacher training and the supervision of classroom instruction. In the high schools Stateside Classroom Instruction Supervisors work with the principals.

The Supervisor of Television Production is the specialist in televised communication to the school classroom. He is responsible for the quality of the audio-visual effectiveness of the presentation. He advises on the art, photography and film clips that can capture the interest of the individual pupil and direct that interest into a desire to learn more about the central idea of each lesson.

The teaching team, composed of research teacher, producer-director and television teacher, liberates the Samoan classroom teacher from the preparation and presentation of the daily lesson. The classroom teacher can devote full time to a person-to-person relationship with children, reenforcing and developing the central idea of each lesson.

THE PRIORITY GOALS OF EDUCATION IN SAMOA

Competency in oral and written English as a foreign language.

English:

1. The level of educational development in a specific subject area is a level of competency in the use and understanding of precise symbols of language. Therefore competency in the English language is the foundation of the total effort.

Mathematics:

2. The second priority goal is the development of quantitative thinking in progressive steps of difficulty. The series of concepts we call lessons for each grade level form a larger total understanding. The larger encompassing concepts of each particular grade level, in turn, become part of the minimum level of competency expected for the precisely articulated and structured program of learning for grades one through twelve.

Science:

3. The third priority goal is a method of observation of the physical world (the scientific method). Each lesson is precisely structured according to attainable levels of difficulty. Science is taught as a method of learning more about the

physical world - not facts to memorize. Pupils are taught how we learn to know the facts - the method.

Geography-history:

4. The fourth priority goal is a sequential understanding of where one is in relationship to the rest of the world and who one is in relationship to other cultures.

Samoan Culture:

5. The preservation of the Samoan language, song, dance and general culture by making it part of the school curriculum.

Summary

The design for cooperative instruction making maximum use of television in American Samoa is based on the following assumptions:

1. Limitation of the physical, cultural and human resources make the traditional organization of a school system impractical if not impossible;
2. A re-assessment, limiting and sharpening into focus the educational goals to be accomplished;
3. A recognition of the known laws of learning in the re-organization of the educational enterprise;

4. The development of an organization staffed largely by Samoans where there is pride in a sense of unusual accomplishment. The Samoan teachers are guided by a group of specialists co-ordinated into a team to guide the project.

5. The preservation of Samoan culture by recognizing that unless it is included as part of the school curriculum it cannot grow and develop enabling Samoans to adapt to a changing world.

(1) A sensitive system of communications with (2) those who are willing to contribute action (3) to accomplish a common purpose; these are the coordinating and unifying principles of the education system now operating in American Samoa.

Brains, bravery and belief can produce a brilliant breakthrough in the pattern of education for the less developed country. In the case of outstanding achievement, there is always enough glory and reward to go around. It is something akin to the miracle of the loaves and fishes; the total is something infinitely greater than the sum of its parts. And only as mem-

bers of the teaching team working cooperatively together with Samoans can we achieve the fullness of our own personal development. Strictly speaking, the school organization has no meaning for the Samoan unless it is "his" school. What has meaning for his is the school's relation to him-- the burdens it imposes, the benefits it contributes.

WHAT DO WE MEAN BY "EDUCATION"?

"Educate" comes from the Latin word which means "to lead forth". We cannot put children into better buildings equipped with television as we put biscuits in the oven and expect them to come out "done" or complete. No school ever gave a child tenderness, a lively sense of humor, curiosity or self confidence. These qualities of personality grow in response to an all-encompassing education in the home and school as a vital part of the culture.

Those people not able to read, write, listen or speak effectively in a common language can have no realistic understanding of democracy and how it works. Those ignorant of basic facts, forces and ideas of the modern world, such as geographical relationships, population trends, science and technology cannot make informed decisions.

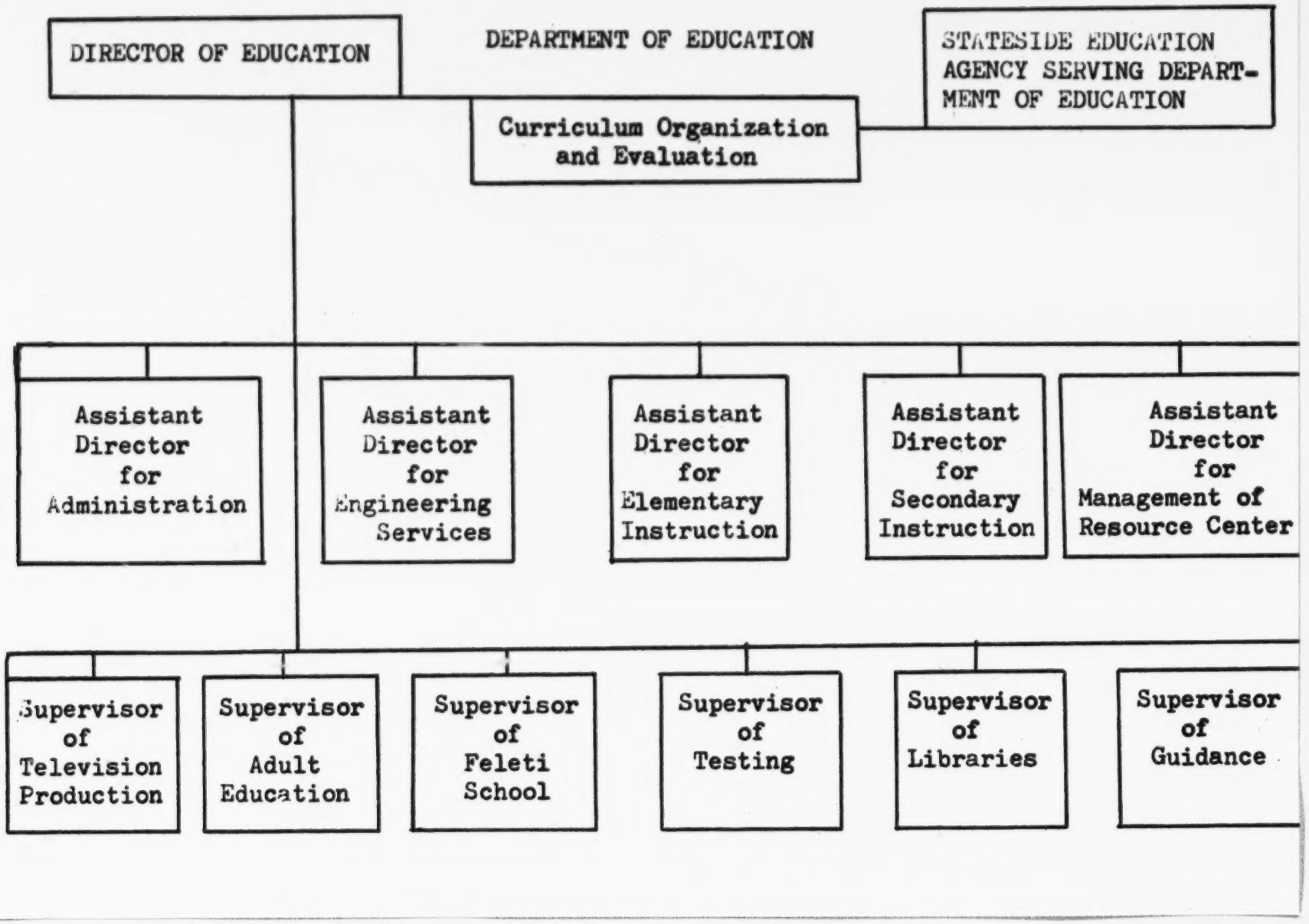
As surely as the child combines the physical appearance of his father and mother, so he will reflect his total all-encompassing culture. Educational television can cut across this all-encompassing cultural pattern. The most important thing that can happen will not happen in the electronic box, nor in the school; it will happen in the child.

In Samoa we are attempting to solve an educational problem in a developing culture for which, up to this time, there has been no satisfactory solution. With the continuing financial support and sympathetic understanding of the Governor of American Samoa and the Congress of the United States, the educational team of the Department of Education of the Government of American Samoa is convenced that the new generation of Samoans can reach the level of educational achievement that will enable them to live successfully as fully accepted members of our world society.

Respectfully submitted,

JOHN W. HAROLD
Director of Education

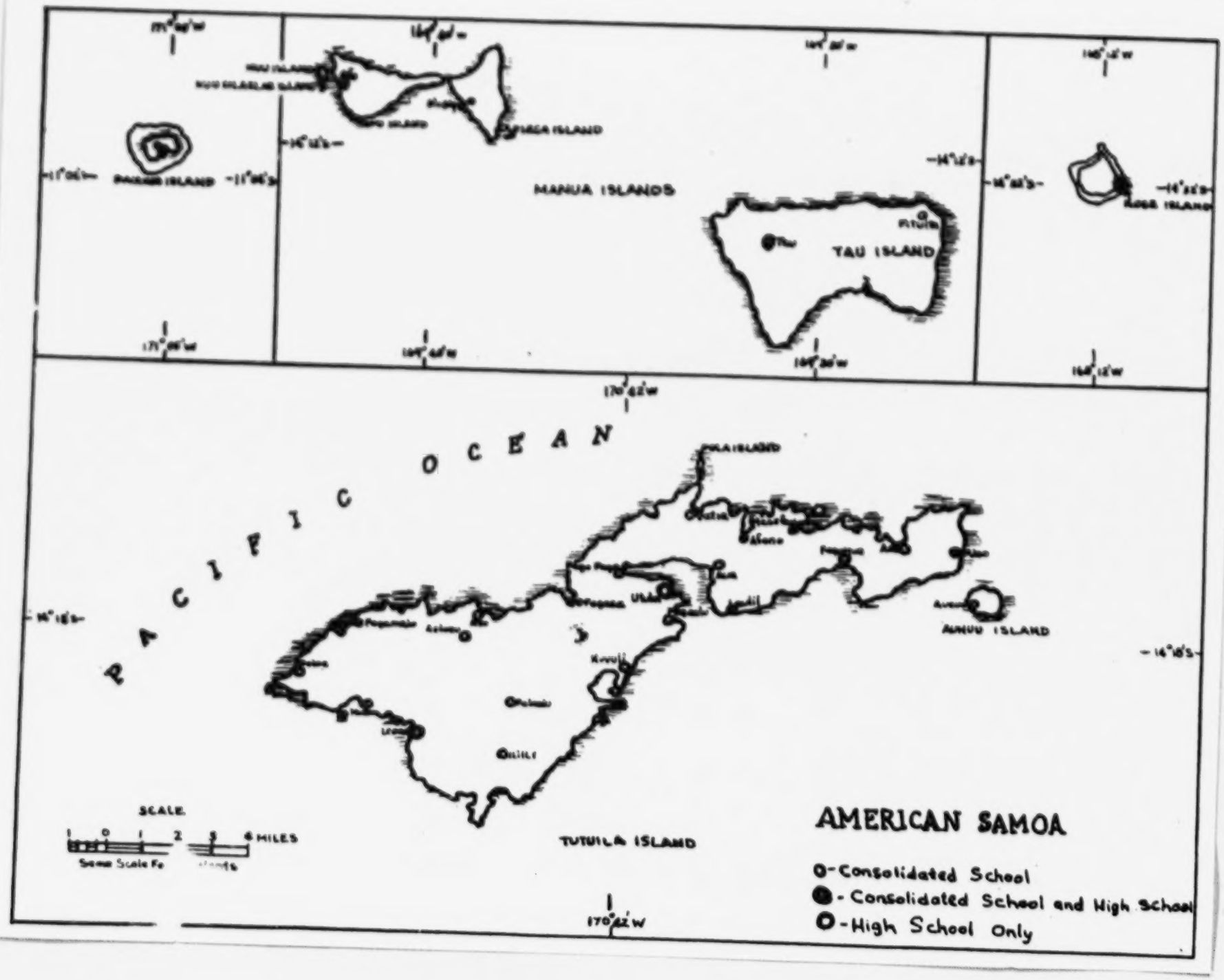
GOVERNMENT OF AMERICAN SAMOA


DIRECTOR OF EDUCATION
DEPARTMENT OF EDUCATION
STATESIDE EDUCATION AGENCY SERVING DEPARTMENT OF EDUCATION
Curriculum Organization and Evaluation
Assistant Director for Administration
Assistant Director for Engineering Services
Assistant Director for Elementary Instruction
Assistant Director for Secondary Instruction
Assistant Director for Management of Resource Center
Supervisor of Television Production
Supervisor of Adult Education
Supervisor of Feleti School
Supervisor of Testing
Supervisor of Libraries
Supervisor of Guidance

PROJECTED ENROLLMENT - AMERICAN SAMOA

	61-2	62-3	63-4	64-5	65-6	66-7	67-8	68-9	69-7	70-1	71-2	72-3	73-4	74-5
Kinder-garten	622	1077	675	741	815	897	987	1086	1195	1315	1447	1592	1751	1926
Grade 1	589	634	1070	704	756	831	915	1007	1108	1219	1341	1476	1624	1786
Grade 2	697	575	641	1031	690	741	814	897	987	1086	1195	1314	1446	1592
Grade 3	727	698	586	652	1041	696	749	822	906	997	1097	1207	1327	1460
Grade 4	519	721	693	586	646	1031	690	741	814	897	987	1086	1195	1314
Grade 5	424	529	734	707	598	660	1052	705	756	830	915	1007	1108	1219
Grade 6	470	415	528	726	700	592	654	1042	698	750	822	906	997	1097
Grade 7	540	464	391	512	705	680	575	635	1012	677	728	797	879	967
Grade 8	533	628	537	454	594	817	789	666	736	1175	785	845	925	1020
Grade 9		500	519	446	376	493	678	655	554	612	975	652	701	768
Grade 10		222	494	509	437	369	484	665	642	543	600	955	640	688
Grade 11		123	187	414	426	367	310	406	558	540	456	504	802	538
Grade 12														
1-8	4588	5113	5318	5659	5951	6128	6436	6935	7476	7771	8532	9385	10327	11361
10-12		845	1200	1369	1239	1229	1472	1726	1754	1695	2031	2111	2143	1994
GRAND TOTAL	*5510	6586	7055	7482	7784	8174	8697	9327	9966	10641	11348	12341	13395	14375

*No private


MANUA ISLANDS
TAU ISLAND
OLOSEGA ISLAND
TUTUILA ISLAND
AUNUU ISLAND
ROSE ISLAND
SWAINS ISLAND
PACIFIC OCEAN
SCALE
0 1 2 3 4 MILES
AMERICAN SAMOA
O-Consolidated School
●-Consolidated School and High School
O-High School Only